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ABSTRACT

Cognitive Learning Approaches Through E.S.L. Content Areas with Career Exploration Strategies (Project CALA) served 200 students in its second year of funding. The project offered students of limited English proficiency opportunities to develop cultural and cognitive skills necessary for success in school and work through two major components: classroom instruction in mathematics, science, social studies using English-as-a-Second-Language (ESL) methodologies; and community-based internships. It operated at International High School on the LaGuardia Community College (New York) campus. The project met all its instructional objectives and its noninstructional objectives in attendance, dropout prevention, and postsecondary education. It was not possible to measure achievement of the parental involvement component due to lack of data. The program's strength is seen in its dual focus, which allowed students to progress academically while preparing them for careers by providing hands-on experience. (MSE)

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OREA Report

COGNITIVE ACADEMIC LEARNING APPROACHES
THROUGH E.S.L. CONTENT AREAS
WITH CAREER EXPLORATION STRATEGIES
(PROJECT CALA)
Grant Number: T003E80042

1989-90

FINAL EVALUATION REPORT

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COGNITIVE ACADEMIC LEARNING APPROACHES THROUGH E.S.L. CONTENT AREAS WITH CAREER EXPLORATION STRATEGIES (PROJECT CALA) 1989-90

SUMMARY

- Project CALA was fully implemented. During the 1989-90 school year, participating students received instruction in content area subjects and career education, using English as a Second Language (E.S.L.) methodology. The project also provided students with internship opportunities and support services and implemented activities for parental involvement.

- The project easily met all its instructional objectives. It met its noninstructional objectives in attendance, dropout prevention, and post-secondary education. It was impossible to evaluate the program's parental involvement objective because of lack of data.

Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies (Project CALA) completed its second year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII three-year funding cycle. The project offered students of limited English proficiency (LEP) unique opportunities to develop the cultural and cognitive skills necessary for success in school and work through its dual components of classroom instruction and community-based internships. The project, based at International High School (located on LaGuardia Community College's campus in Queens) operated on a trimester basis in accordance with the school's schedule.

ACKNOWLEDGMENTS

This report has been prepared by the Multicultural/Bilingual Education Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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I. INTRODUCTION

Cognitive Academic Learning Approaches Through E.S.L. Content Areas with Career Exploration Strategies (Project CALA) provided students of limited English proficiency (LEP) with instruction in content area and career education courses taught with an English as a Second Language (E.S.L.) approach. Project CALA also provided students with career-oriented internships. The project operated at International High School--a special alternative high school made up entirely of LEP students--on the campus of LaGuardia Community College in Queens.

PARTICIPATING STUDENTS

The program served 200 students during the year. Of this number, 183 attended all three trimesters and 17 attended two trimesters only. (Total attendance during the fall trimester was 192, during the winter trimester 187, and during the spring trimester 199.) Program students were recent immigrants from 26 different countries, with Spanish the native language of 41 percent of the students. Almost all of the students were eligible for the free lunch program, an indication that family income was at the poverty level.

STAFF

Title VII funded the project director on a part-time basis. Other project staff were a guidance counselor, an administrative aide, an educational assistant, and a college assistant.

II. IMPLEMENTATION

ELIGIBILITY

Students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) were eligible for the program. In addition, either a guidance counselor or the New York City Public School's Office of High School Admissions had to classify students as requiring an alternative educational environment to reach their full potential. Within the program, test scores, interviews, and grades determined placement in content area courses.

PROGRAMMING

The program operated on a trimester basis coinciding with the calendar of LaGuardia Community College. Students participated in two program components, one which focused on traditional instruction and one which focused on career education and internship opportunities.

In the instructional component, students received instruction in English literature (four years), mathematics (two years), social studies (four years), science (two years), foreign language (one year), art, music, physical education, and a three-course personal development sequence. All content area and career development classes were taught with an E.S.L. approach. Students with at least 22 credits toward graduation could enroll in courses at LaGuardia Community College.

In the career education/internship component, students attended career education courses and work-discussion seminars and participated in a one-trimester community internship. Students interned Monday through Thursday for three-and-a-half hours each day and discussed their work at a student/teacher seminar on Fridays. The project required all students to complete three such internships before leaving the program.

The project provided support services, including guidance counseling, and implemented activities for parental involvement.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- As a result of participating in the program, students will make statistically significant gains in English language proficiency as measured by the Language Assessment Battery (LAB).

Matching data were available for 139 students. The mean gain was 4.0 Normal Curve Equivalents (N.C.E.s) (s.d. = 9.8), and analysis indicated a significant gain ($p<.05$). Project CALA met its objective for E.S.L.

Content Areas

- At least 70 percent of students enrolled in all E.S.L. based content area classes (science, mathematics, social studies) will score at or above the passing criterion of 65.

During all three trimesters, at least 97 percent of the students in the content area classes of mathematics, science, and social studies achieved a passing grade of at least 65. (See

Table 1.) The project met its objective for content area subjects.

Career Education

- As a result of participating in the program, 75 percent of the students enrolled in career education courses will score at or above the passing criterion of 65.

During all three trimesters, 100 percent of the students earned a passing grade of at least 65. (See Table 1.) Project CALA met its objective for career education.

NONINSTRUCTIONAL

Attendance

- As a result of participating in the program, students' attendance will be significantly higher than that of students citywide.

The program students' attendance rate was 95.7 percent (N=171), and the mainstream students' attendance rate was 91.4 percent. Analysis showed that the program students' attendance rate was significantly higher ($p<.05$) than that of mainstream students. The project met its attendance objective.

Dropout Prevention

- Program students will have a significantly lower dropout rate than similar students citywide.

None of the program students dropped out of school. The dropout rate of similar mainstream students was 2.4 percent. The dropout rate of program students was significantly lower ($p<.05$) than that of mainstream students. The project met its objective for dropout prevention.

TABLE 1

Student Achievement in Content Area Courses

Subject	FALL TRIMESTER		WINTER TRIMESTER		SPRING TRIMESTER	
	Number of Students	Percent Passing	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	99	100.0	96	100.0	102	100.0
Science	69	100.0	32	96.9	56	100.0
Social Studies	114	100.0	112	100.0	115	100.0
Career Education	142	100.0	96	100.0	111	100.0

- Almost all students passed their content area and career education courses during all three trimesters.

Post-Secondary Education

- Eighty percent of program students who are graduating will have submitted college applications.

All graduating program students submitted college applications. Therefore, Project CALA met its objective for post-secondary education.

Parental Involvement

- Parents of students who participate in the project will show an attendance rate at Open School Day/Evening equal to or greater than that of students citywide.

Although a total of 71 parents attended the parental activities offered, the Office of Research, Evaluation, and Assessment (OREA) could not obtain attendance rates of students' parents citywide to evaluate the objective as stated.

FOLLOW-UP OF PROGRAM PARTICIPANTS

During the year, none of the students left the program, and none of the students were referred to special education or gifted and talented programs.

Although participating students often enrolled in English-only college courses, they were never fully mainstreamed while at the school.

IV. CONCLUSIONS

During the 1989-90 school year, Project CALA provided LEP students with instruction in the content areas and career education, all classes being taught with E.S.L. methodology. The project also provided students with internship opportunities and implemented activities for parental involvement.

Project CALA was highly successful at meeting its E.S.L., content area, career education, attendance, dropout prevention, and post-secondary education objectives. OREA could not obtain comparative mainstream data to evaluate the program's objective for parental involvement.

The program's strength lay in its dual focus, which allowed students to progress academically while preparing them for college careers by providing hands-on experience.